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Integration Of Higher Education In The Republic Of Kazakhstan National Innovation Systems

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Abstract

In the context of global trends offensive century competition constructive ideas, high-tech, knowledge-intensity of GDP problem innovative development of Kazakhstan has become central to the dominant understanding of the objectives and methods of reforming the economy, education and science. Today, Kazakhstan is one of the most dynamically developing countries, who are building a real economic area. Nevertheless, at this point in Kazakhstan noticeable following problems in the development of higher education:

- Among the first on the magnitude of the challenges highlighted inefficient Soviet tradition of exchange and use of scientific information, which is characterized by secrecy, difficult;
 - The second obstacle is the poor knowledge of foreign languages;
 - The third problem is the demographic crisis in the scientific community;
 - One of the most significant challenges is the problem of the evaluation of scientific research, due to the tradition of consensus between the government and the scientific community, in which the state funded science to a minimum and do not demand results, and the scientific community did not raise the issue of increasing costs.
- Therefore, in this paper the aim is the analysis of the above problems.

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1. Introduction

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Currently, Kazakhstan is a lively debate on the reform of higher education, which raises questions clarify the concept "European educational space", its causes, stages formation, nature and possible accession. Education in Europe, has deep historical roots, rich diverse experience, scientific ideas, creativity and variety approaches not only in different countries, but also within each country. University education in Europe is identified in three different systems: the Anglo-Saxon, French, Spanish and German- Italian system. However, some common values of the new century are universal to all European universities:

- freedom of research and teaching as a fundamental principle the existence of the university;
- research and teaching as inseparable levels university education;
- the contribution of the University to the sustainable development of society as the most important activity of the University;
- strengthening the responsibility of national governments for higher education as a priority in their activities until 2010 [1].

However, the process of political and economic integration Western and Central Europe significantly outperformed their union in humanitarian, most evident in the present in higher education. Indeed, the actual destruction of the border between EU countries has not led to the expected full the free movement of highly qualified personnel between countries because of extremely high diversification of the content of education system qualifications, degrees and diplomas in the states of this political-economic zone. On the other hand, after the destruction of the Soviet Union the transition from a bipolar world to monopolar, led to an increase of U.S. hegemony. As the future world order is predetermined, mainly education, counterweight could be only the creation of a single educational areas of Europe.

The main stages of the process:

1. 1988 - Signing of Magna Carta Universitatum;
2. 1997 - adoption of the Lisbon Convention;
3. 1999 - The signing of the Bologna Declaration

We can assume that the first major step in the formation of of the European Higher Education was adopted in 1988 university community on the ground first in Europe University - in the Italian city of Bologna - Magna universities (Magna Charta Universitatum European). Despite the non-governmental the status of the Charter, that it became the basis for the decision in the future of many important political decisions. The Charter was first indicated by the new role of the universities in the transition from elite to mass higher education, which has become demand due to:

- Rapid technological development in the postwar period;
- Changes in attitudes to technology;
- Significant improvement in the economic situation of all social segments of society.

2. New innovative education system of Kazakhstan

It should be noted that the trend towards mass higher education systems developed countries is due to the desire of these countries to gain a foothold in the the world market. [2] Previously it was thought that admission to universities more than 20% of high school graduates will stimulate growth mediocrity. Now this view has changed - the developed countries sharply increase the number of university admissions. On the classification of the training to Trow 15% of young people aged 16-24 years in the universities can talk about elite education. If this number exceeds this limit, the to speak of mass higher education, higher is universal higher education. [3] According to UNESCO, published by the World Conference on Higher Education in 1995. in Paris, the total number of students worldwide was nearly 82 million. If we compare with 1980, the figure was almost one-third less - 51 million [4].

Given this, the Charter laid down the basic needs of today's universities:

- objectives of the University extension suggests that the modern world, they have to serve the whole of society;
- Universities should provide an education that will teach respect the great harmony of nature and life itself;
- the future of mankind depends on the progress that is provided in centers, which are the real university.

No doubt, these provisions in the modern vision is no longer a exhaustive, but in respect of events that occurred 15 years ago (adoption of the Charter of universities), their progressiveness in doubt.

It should be pointed recorded in the first lines of the Charter serving universities to society as one of their main tasks in the new stage of the global educational and economic systems. This position demonstrates the transformation of universities from elite schools for the ruling classes in mass available for the majority of

institutions. Draws attention as "green" charter, which emphasizes the need respect the great harmony of nature. This point becomes more topical for Kazakhstan in the light of the tragedy of the Aral Sea, desertification large parts of the country, the problems of the Semipalatinsk nuclear landfill. Certain declarative statement about the dependence of the future humanity from the university, which can be seen just as a the only active factor, means in fact growing political institutions of higher education are increasingly playing a decisive role in the choice of principles and directions of development State, society and industry. The very declarative statements Charter specifically leveled listed on very specific four principles of the University.

1. The first of them - the principle of institutional autonomy, worded as follows: "The University operates within societies with different organizations, which is a consequence of different geographical and historical conditions, and is an institution, to critically reflect upon and extends the culture by research and teaching. To meet the requirements of modern world in its research and teaching activities, he must have a moral and scientific independence from political and economic power. In accordance with Article 33, paragraph 1 of the Law The Republic of Kazakhstan "On Education", "... of education independent in the implementation of the educational process, selection and placement, academic, financial, economic and other activities within the limits established by the legislation of the Republic of Kazakhstan "[5].

2. The second principle relates to the need for unity and education scientific activities of the universities' educational process at universities to be inseparable from the research so that the However, teaching was at a level corresponding evolution as needs of society and the requirements of the scientific knowledge ", which correlates with modern ideas about the nature of higher education.

3. The third principle - the principle of academic freedom. This principle is no less important and relevant in high school: "Freedom in research and training is fundamental principle in the life of the university and the government. Universities should, as far as depends on them, to respect this fundamental requirement, "which was further development in the years following the adoption of the Great Charter, as well as entered the education laws of many countries, including the Law of the Republic of Kazakhstan "On Education" (Article 41). The principle of academic freedom in the freedom of mobility of students and university professors Kazakhstan gained additional meaning, as a result of obtained sovereignty there is a real opportunity to study and training abroad, both through international funds, and by of the country, such as the Presidential program "Bolashak" [6].

4. The fourth principle of the Magna universities - the principle integrating nature of universities, according to which, Universities play an important cultural and political importance by the University not only as an educational and research centers, but also as guardians of European culture: "As custodians of the traditions European humanism, in the constant pursuit of universal knowledge, the university, fulfilling its role, overcomes political and geographical boundaries and approve urgent the need for mutual understanding and interaction between different cultures".

3. Basic problems of transformation

Now this principle supplemented preserving national culture, traditions, achievements, and a new concept of European measurement. It is an obvious conflict of national, regional and global by combining these approaches and concepts with the only possible a resolution of the European cultural construct a building on the basis of national blocks, but not in place of them, no matter how peculiar they are. Only respect for national traditions and characteristics of open Europe's future for all, "Europe of knowledge" becomes the guarantor of such forward. It can be argued that the loss of someone seemingly minor elements of national culture and irreplaceable the importance of not losing the genetic inferior branch Failure species in the wild.

Not limited to the purposes and principles of the Charter identified four means of implementation:

1. to ensure the freedom of research and teaching to all members the university community should be given the necessary means to achieve this goal;
2. selection of professors and determination of their status should be in accordance with the principle of the inseparability of research activities of teaching;
3. each university, with specific circumstances, should ensure the preservation of its students freedom and the necessary conditions for achievement of their cultural and educational purposes;
4. universities consider a mutual exchange of information and documentation, as well as the increase of joint research projects as main means of constant progress of knowledge. they stimulate mobility of teachers and students, and believe that the general policy the question of equivalence of status, rank, and exams while treating relation to

national diplomas and to provide scholarships is the primary means to guarantee the performance of their current mission.

Regarding the first of these tools should be noted that the need for financial and other means for the harmonious the education system is obvious.

As to the second of the above means to ensure exploratory nature of universities, it is carried out in Kazakhstan systematically. The solution to this problem may be one of the priorities development of a national high school and is divided into two components of the problem: organization's own research in higher education and involvement in this research students.

Third means indicates a goal of the University to prepare skilled employees, who will undoubtedly find its place in the life and will be in it to make progress. Creating the conditions for students - an integral part of the quality assurance system, improve prestige universities.

And finally, a last resort - the internationalization of universities - one of the requirements for domestic universities during their state certification. Thus, the Great Charter of universities has become not only a declaration objectives and the need to democratize university life, but was first introduced fundamental concepts of development of higher education, gave mechanisms for implementation of the proposed approaches. Its provisions are the basis for the improvement of national legislation in many countries around the world and led to the development of a significant number of international documents in the field of education and recognition of rights members of the academic community in higher education. Despite that the provisions of the Charter was adopted 15 years ago, remain relevant and require extra effort to address its objectives.

The next step in the process of European educational space became the Lisbon Recognition Convention Qualifications concerning Higher Education in the European Region. Thus began the creation of a European educational space. If "the world educational space" - a concept very abstract (in fact, each national system can be considered as part of the latter), the concept of a "European educational space" (after the adoption of the Magna Carta, the Lisbon Convention and, in particular, Bologna) acquired very specific features. The basic principles of the Bologna Declaration. Creation "Europe of knowledge" means:

1. A single application to the diploma, which will undoubtedly facilitate European citizens to seek work in different EU countries.
2. The adoption of a two-tier system of training: Bachelor's (at least 3 years) and graduate. Degree awarded after the first cycle shall be relevant to the European labor market as an appropriate level of qualification. The second cycle should lead to the master and / or doctorate degree as in many European countries.
3. The introduction of the credit system, similar to the European system transfer of credits.
4. Facilitate the mobility of students and teachers.
5. Promotion of European co-operation on the issue of quality in terms developing comparable criteria and methodologies.
6. Facilitate the development of common parameters curriculum.

Conclusion

The educational policy of Kazakhstan aimed to join the European educational space. In this regard, in the country introduced a two-tier training, credit technology, creates national system of quality assessment, it is expected to develop a single application to diplomas.

Al-Farabi Kazakh National University carries training of specialists with higher education in multi-level structure since 1995, the University has made a tremendous contribution to the establishment and development of the Institute of Magistracy and recognized training center of the teaching staff (masters) in the country. Since 2002, the Al-Farabi Kazakh National University started work on developing a credit organization of educational technology process. For the first time in the country with the 2002-2003 school year, credit technology has been introduced into the educational process Magistrates KazNU. Al-Farabi and the 2003-2004 school year - Bachelor in six areas training at the university [7]. Since the 2003-2004 school year, credit education technology introduced in the training of specialists with higher basic education (bachelor's degree) in 6 areas: 522,430 - accounting and auditing, 522,530 - Finance, 520,530 - marketing, 520830 - Economics, 522230 - Management, 522630 - state and local government.

In September 2003, the University of Bologna, KazNU first among universities in Central Asia signed the Magna Carta universities, thus initiating the occurrence of educational of Kazakhstan in the European educational

space. The first step Kazakhstan's accession to the Bologna Declaration is made.

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